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ABSTRACT

The overall social studies recommended program is described in SO 000 675; the nature of this guide, and the emphasis and organization of the units are described in SO 000 677. Some of the major concepts included here are: (1) defining or limiting the community to be studied; (2) social and ethnic groups in the community; (3) community organizations and service clubs; (4) industry, profit motive, and local business and industries; (5) transportation and communication; (6) type of local government in the county, city, village, township, etc.; (7) local service needs, and the costs of these services; (8) road, school, neighborhood, community, world, maps; and (9) the history of the flag and Pledge of Allegiance. (SBE)

ED048057

SOCIAL STUDIES

GRADE.... 2

A Teaching System

SD 000 678

THE UNIVERSITY OF THE STATE OF NEW YORK / THE STATE EDUCATION DEPARTMENT
BUREAU OF ELEMENTARY CURRICULUM DEVELOPMENT/ALBANY, NEW YORK 12224

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BUREAU OF ELEMENTARY CURRICULUM
DEVELOPMENT

SOCIAL STUDIES - GRADE 2

A Teaching System

UNIVERSITY OF THE STATE OF NEW YORK
THE STATE EDUCATION DEPARTMENT
ALBANY, NEW YORK 1970

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FOREWORD

This publication has been prepared by the Curriculum Development Center in response to many requests from teachers for help in implementing the State recommended program in the social studies. In the pages which follow, the content for the second grade is set forth along with a suggested methodology, an extensive list of learning activities from which teachers may choose those best suited to their classrooms and a multimedia bibliography of teaching materials.

This Teaching System was prepared by a team consisting of Jean Farmer, a second grade teacher in the Walton Central School District; Marie Schilling, a second grade teacher in the North Colonie Central School District; and Joan Byam, a librarian in the North Colonie Schools. The publication was prepared for press by Howard Yates of the Bureau of Elementary Curriculum Development.

William E. Young, Director
Curriculum Development Center

Robert H. Johnstone, Chief
Bureau of Elementary Curriculum Development

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SOCIAL ORGANIZATION

Stating the Problem

- What is meant by the term "community"?

Understandings to be developed

1. A community is a group of people living in a certain area who have a number of interests in common.

    . A community may be a political area such as a village, a city, a township or a county.

    . It may be a school district.

    . It may be the shopping area which serves a small village and its environs.

    . It may be a larger area such as an urban complex.

    . People may be members of several communities, living in one area, working in another, shopping in still another.

Information Needed

1. Why do most people seem to prefer to live in community groups? Has this always been the case? Why?
   How did our community come to be?

2. What are the limits of the community in which we live?

3. Do you and your family take part in the life of more than one community? How is this possible? Why?

4. Why is / isn't our community growing? Why is our community a good place to live? What makes communities different?

Learning Activities

1. Have the children discuss the meaning of the word "community."

2. Through discussion, develop concept that people living and working together are a community.

3. Read story "The Town" (Curren, Polly, Follett Publishing Co.)

4. Use Flannelgraph and appropriate cut-outs to tell story of how your community began.

5. Through discussion, bring out differences in communities -- farm and suburban, city and town.

6. Through discussion of local area -- characteristics, boundaries, etc. -- help children to understand what is meant by "our community."

7. Observe maps of a community. Locate boundaries, important rivers, highways, businesses and other points of interest. Mark with various colors to indicate rivers, highways, etc., as introduction to using map keys.

8. Place large map of local community on bulletin board -- place cut-outs of schools, stores, parks, churches, etc. in proper location. If possible, locate homes of children in class, also.

9. Help children to draw up a list of the major characteristics of our "community."

10. Make a community survey, grouping the resources into such categories as:

    - local industries
    - places of historical interest
    - governmental agencies
    - civic establishments
    - annual events (concerts, fairs, and the like)
    - places of geographic importance
    - persons to interview
    - places of cultural significance

11. Make a list of resource people or workers in the community who might visit the classroom:

    - county agent
    - members of conservation group
    - 4-H club leaders
    - professional persons: ministers, doctors, lawyers
    - local officials
    - representatives of local businesses
    - travelers
    - authors
    - persons with special skills
    - armed forces personnel
    - exchange students
    - persons with interesting hobbies
    - members of local historical society
    - newspaper reporters
    - members of service organizations

    Select two or three and send them invitations to visit at a specified time to tell of their work in the community.

12. Make model urban, rural, and suburban communities from milk cartons, tubes, and other similar materials. Lay out streets and name. Develop a map for each community.

13. Take field trips to various points of interest in the community; but before a field trip is undertaken, make a list of the things to be found out and set up standards of conduct for the group. Evaluate the trip afterwards to determine if its purposes have been achieved and if the standards of conduct have been observed. Bring out suggestions for improvement.

14. Display pictures of urban, rural, and suburban communities. Have children study and relate the differences observed. Make sentence captions based on observations.

15. Display several pictures of urban, suburban and rural communities. Have children classify according to type, and explain reasons for classification.

16. Paint a mural depicting various communities.

17. List kinds of places that can be seen in community and visit some of them. Fix locations on map.

18. Take a walk around neighborhood and observe places that are part of community.

19. Construct a table-top map using various widths and colors of masking tape. Make a key to the map of the community to develop map study skills.

20. Compare commercial maps with the table-top map.

21. Plan activities around table-top to acquaint children with direction, major highways, familiar landmark locations and how to reach designated areas.

22. After discussion of why people have come to a community to live, draw pictures to show various services offered and needs that are met for these people. Mount pictures on roll of Craft paper and use as a "filmstrip." Appropriate captions may accompany each drawing and read as the strip is rolled through the cardboard box "viewer."

23. Show film: Neighborhoods are Different
EBE

24. Use Film: What is a Neighborhood?
Coronet

25. Have children write a paragraph independtly about "My Community." Have them include 4 or 5 specific items about community that they have learned through study.

26. Have children check appropriate boxes on attached self-check list as you work with them in small groups. (Small groups permit individual questioning to be sure that child knows material before he checks item.)

SELF-CHECK REVIEW ON
MY COMMUNITY

Statement	Yes	No	Need to work on this
1. I can tell what a community is.			
2. I can tell how my community began.			
3. I can name the major highway/highways in my community.			
4. I know the type of community I live in (urban, etc.)			
5. I can tell about one community different from mine.			
6. I can tell about at least 3 places in my community (or another community) where people living in my community work.			
7. I can tell about 2 places to have fun in my community.			
8. I know why I like my community.			

Stating the Problem

- What ethnic groups are represented in our communities?

Understandings to be developed

. The people who live in our community represent many racial and ethnic groups.

. They came here for many reasons. Some came to find religious freedom (review the story of the Pilgrims); others, to find economic opportunity.

. Many Negroes were first brought to America as slaves and have been trying ever since to gain full freedom and status as citizens.

Information Needed

1. Why have many people come to our country to live? From what countries have they come? Where did your ancestors come from?

2. What is meant by ethnic group? By racial group?

3. How many ethnic, and racial groups are represented in your class, your school and your community?

4. Why must people of all ethnic and racial groups be given equal freedom and opportunity? How would you feel if you were treated as if you were different? not as "good" as some one else?

Learning Activities

1. Display pictures and/or magazine and newspaper accounts of various groups engaged in some phase of activity.

2. Discuss need for and value of these groups in our community.

3. Read appropriate stories concerning any of these groups to promote better understanding.

4. Encourage children whose families belong to any of these groups to share their experiences with class.

5. Read stories about Indian groups who lived in area first. Discuss how they obtained food, clothing and shelter. Compare with local community today.

6. Locate countries on large world map that represent the ancestral homes of individuals in the class.

7. Display appropriate pictures of children and environs common to designated countries represented.

8. Discuss likenesses of the early community with the present. Also point out differences in respect to geography, beliefs, culture.

9. Read story: Little Yellow and Little Blue

10. Read and discuss story: Two is a Team by Jerrold and Lorraine Beim, Harcourt Brace.

11. Read and discuss: What Color is Love? by J. W. Anglund, Harcourt, Brace, and World, 1966.

12. Share the story: Pearly Goes to School by Evelyn Hastings. Follett.

13. Role-play a situation when a new child comes to school who is of a different race or from another country. Discuss reactions of players.

14. Use film: If you were born in Mexico, Education Reading Service

Stating the Problem

- What are some of the organizations that perform useful services for communities?

Understandings to be developed

. There are a number of organizations that perform useful services for communities.

. Many communities have Kiwanis, Lions, Rotary,or other service clubs.

. These service clubs usually have special projects of benefit to the community, on which they work.

. Most communities have other agencies such as the Knights of Columbus, the Y.M.C.A., Y.M.H.A., and Y.W.C.A. which meet certain community needs for social and recreational programs and facilities.

. Some communities have cultural agencies such as community orchestras, opera associations, theater groups and the like.

. Most communities have special groups for children such as the Brownies, Cubs, Boys Scouts, Girl Scouts and Campfire Girls.

Information Needed

1. What is a service club?
   Why do people form service clubs?

2. What are some of the community services which these clubs perform? Where do they get the money they use to perform these services?

3. Why do we need organizations which provide recreational programs and facilities? What programs and facilities are available in your local community?

4. Why do people organize cultural groups such as orchestra theater associations?

5. What groups are available for children?
   What can children learn through participation in scouting programs?
   How does this make better citizens for our country?

Learning Activities

1. Help children prepare a list of service clubs in the area from literature obtained from local Chamber of Commerce, town historian,or librarian.

2. Discuss services performed and contributions made by these groups.

3. Display symbols which designate these groups.

4. Invite a club member in to explain the work of his group.

5. View films produced by organizations depicting their activities and services.

6. Encourage children whose families belong to a service club to share their experiences with class.

7. Discuss the responsibilities of each citizen supporting these agencies. Write a brief resumé of discussion on experience chart to summarize ideas.

8. Cut out and display newspaper clippings pertaining to activities of various clubs.

9. Write to various clubs and ask for any information or brochures that might be available.

10. Make a bulletin board display utilizing posters from various clubs. Children may write captions for posters setting forth the major objective of each club.

11. Visit club rooms or headquarters and have member explain purpose of club.

12. Construct a "movie" to be shown to another group of children or to parents as part of a special program about the community. (Movie is made by pasting pictures on roll of Craft paper which can then be pulled through a large cardboard carton.)

13. Help the children to write a class story about the service clubs in the community.

SOCIAL ORGANIZATION

BOOKS

Abramson, L. S. Join us for the holidays. National Women's League of the United Synagogue of America. 1958. $2.50. K-3.
An activity book which has a short story for each Jewish holiday.

Aliki. A week is a flower. Prentice-Hall. 1965. $4.75. K-3.
The life of George Washington Carver.

Anglund, J. W. What color is love? Harcourt, Brace and World. 1966. $1.95. K-6.

Baker, Betty. Little runner of the longhouse. Harper and Row. 1962. $2.19. K-2.

Behrens, June. Soo Ling finds a way. Golden Gate Press. 1965. $2.92. K-3.
Story of a Chinese-American who operates a laundry.

Beim, Jerrold. Country School. Morrow. 1955. $2.78. 1-3.

_____ Swimming hole. Morrow. 1950. $2.94. K-3.
Story of a white boy who did not want to swim and play with a Negro boy.

Beim, Jerrold and Lorraine. Two is a team. Harcourt, Brace. 1945. $1.83. K-3.
Story of a white boy and a Negro boy who solve their problem together.

Beyer, E. C. The story of little-big. Reilly and Lee. 1962. $2.75. K-3.

Blackburn, Joyce. Suki and the old umbrella. Zondervan Publishing House. 1966. $2.95. K-4.
Story of a little Japanese-American girl.

Bonsall, Crosby. The case of the cat's meow. Harper and Row. 1965. $2.19. K-3.

_____ The case of the dumb bells. Harper and Row. 1966. K-3.

_____ The case of the hungry stranger. Harper and Row. 1963. K-3.

Bulla, C. R. Benito. Crowell. 1961. $3.40. 2-5.
A story of a twelve-year-old Mexican-American boy. Reveals the poverty and social disorganization in our society today. (for advanced second grade.)

_____ Eagle feather. Crowell. 1953. $3.76. 2-5.
Story of a young Navajo boy.

_____ Indian hill. Crowell. 1963. $2.90. 2-5.
Story of a Navajo family who moves from a reservation to an urban area.

Caudill, Rebecca. A Certain small shepherd. Holt, Rinehart and Winston. 1965. $3.27. 1-4.
A Christmas story about a mountain boy and his family who shelter a Negro man and woman.

Child Study Association of America. Round about the city. Crowell. 1966. $2.95. 1-4.
Collection of ten short stories about other ethnic groups.

Clark, A. N. The desert people. Viking. 1962. $3.04. 1-3.
Describes contempory Papaqo Indian life.

_____ The little indian basket maker. Melmont. 1957. $1.88. 1-3.
Story of a Papaquo Indian girl and how she learns to make baskets.

_____ The little indian pottery maker. Melmont. 1955. $1.88. 1-3.
About pottery-making techniques used by the Pueblo Indians.

_____ This for that. Golden Gate. 1965. $3.27. K-4.
About a Papaqo Indian boy in lyrical form.

Deming, T. O. and Shaw, Thelma. Little Eagle. Laidlow. 1958. $2.00 K-2.
An easy reader.

Epstein, Morris. My holiday story book. Ktav. Publishing House. 1958. $1.46. 1-3.
A picture story book telling about Jewish holidays; among them, The Sabbath, Rosh Hashanah, Yom Kipper and Passover.

Ets, M. H. Gilberto and the wind. Viking. 1963. $2.96. K-1.
A picture book about a little Mexican boy.

Ets, M. H. and Labastida, Aurora. Nine days to Christmas. Viking. 1959. $3.37. K-3.
About the Mexican Christmas celebration.

Falk, Elsa. Tohi, Chumash Indian boy. Melmont. 1961. $1.88. 1-3.
Describes the life of the Chumash Indians who lived along the coast of California in the Santa Barbara area centuries ago.

Farquhar, Margaret. A book to begin on Indian children of America. Holt, Rinehart and Winston. 1964. $2.78. 1-3.
An introduction to the cultural heritage of the American Indians.

Fenton, C. L. and Epstein, Alice. Cliff dwellers of Walnut Canyon. Day 1960. $2.68. 2-5.
An educational book telling what life might have been like for the Sinagua cliff dwellers.

Floethe, Louise. The Indian and his pueblo. Scribner's. 1960. $3.31. K-2.
Story of the modern Pueblo Indians in New Mexico.

Grifalconi, A. City rhythms. Bobbs-Merrill. 1965. $4.25. K-3.
Story of a negro boy and his friends during a summer in the city.

Hastings, Evelyn. Pearly goes to school. Follett. $1.89. K-2.
Illustrations suggest multiethnic representation among the story characters.

Hawkinson, Lucy and John. Birds in the sky. Childrens Press. 1965. $1.88. K-3.
Illustrations present several ethnic groups.

Heiderstadt, Dorothy. A bow for Turtle. McKay. 1960. $2.50. 2-5.
Story of an eight-year-old Pawnee Indian boy. Takes place a hundred or more years ago.

Hill, E. S. Evan's corner. Holt, Rinehart and Winston. 1967. $3.59. K-3.
Story of a Negro boy who learns that sharing with others gives pleasure, too.

Hoffine, Lyla. Running Elk. Bobbs-Merrill. 1957. $1.96. 1-3.
Describes the life of Plains Indians before the coming of the white settlers.

The Indian and Eskimo children. U. S. Bureau of Indian Affairs. Washington, D. C. 1966. $.35. K-2.
A paperback picture book which describes the life of contemporary American Indians through photographs.

Justus, May. New boy in school. Hastings House. 1963. $2.36. 1-3.
Story of a negro boy going to a new school.

Krasilousky, Phyllis. Benny's flag. World. 1960. $2.53. 1-3.
Story of an orphaned Indian boy and his life in a mission boarding school.

Lattimore, Eleanor. Indigo hill. Morrow. 1950. $2.95. 2-4.
Story of a Negro family in a segregated community in rural South Carolina.

_____ Jasper. Morrow. 1953. $2.95. 1-3.
Story of a Negro family in a southern rural community.

Lerner, M. R., M. D. Red man, white man, African chief. Lerner. 1960. $2.75. K-3.
The story of skin color. Gives the scientific facts needed to explain differences in skin color.

Lexau, J. M. Benjie. Dial. 1964. $2.97. 1-3.
Benjie, a Negro boy, who lives with his grandmother, overcomes his shyness.

_____ Jose's Christmas secret. Dial. 1963. $1.96. 2-5.
Story of a Puerto Rican widow and her two sons in New York City.

_____ I should have stayed in bed. Harper and Row. 1965. $2.57. K-3.

McGinley, Phyllis. Mince pie and mistletoe. Lippincott. 1961. $2.63. 1-6.
Verses telling how Christmas is celebrated in different parts of the United States.

Martin, P. M. The rice bowl pet. Crowell. 1962. $3.76. K-4.
A Chinese-American boy attempts to find a pet who fits his mother's limitations and his own qualifications.

Milhous, Katherine. Egg tree. Scribner. 1950. $3.25. 2-4.

Patterson, Lillie. Halloween. Garrard. 1963. $2.12. 1-3.
(A holiday book.)

Peterson, John. Enemies of the secret hide-out. Four Winds. Press. 1966. $2.97. 2-5.
Story of how a group of children organized a club. Illustrates that personality characteristics, not skin color make a person part of the club or not part of the club.

Pitt, Valerie. Let's find out about the city. Watts. 1968. $2.65. K-1.
Drawings convey the appearance and character of a city.

Politi, Leo. Juanita. Scribner's. 1948. $3.12. 1-3.
Story of a four-year-old Mexican girl who lives along Olivera Street in Los Angeles.

_____ Moy Moy. Scribner's. 1960. $3.12. K-4.

_____ Song of the swallows. Scribner's 1949. $3.12. 1-3.
The story tells about the mission of Capistrano and the annual migration of the swallows.

Randall, Blossom. Fun for Chris. Whitman. 1956. $2.50. K-3.
A white boy and a Negro boy teach a third boy that skin color is not important when you are choosing friends.

Russell, Solveig. Navaho land - yesterday and today. Melmont. 1961. 1-3.
Describes the daily life of the Navajo people including the difficulties of a people trying to adopt new and strange ways.

Schweitzer, B. B. Amigo. Macmillan. 1963. $4.43. K-4.
A lyrical narrative poem describing a Mexican boy and a prairie dog who seek to tame each other.

Selsam, Millicent. Tony's birds. Harper. 1961. $2.19. 1-3.

Stanley, John. It's nice to be little. Rand, McNally. 1965. $2.95. K-1.
A multi-ethnic group of small children learn about their world.

Thompson, Hildegard. Getting to know American Indians today. Coward-McCann. 1965. $2.68. 1-3.
A factual account of the American Indians.

Thompson, Vivian. Ah See and the spooky house. Golden Press. 1963. $2.83. K-3.
Story of four Hawaiian boys.

_____ Kimo makes music. Golden Gate Press. 1962. $3.83. K-3.
Story of a Hawaiian boy.

Yashima, Mitsu and Taro. Momo's Kitten. Viking. 1961. $3.37. K-3.
Sequel to Unbrella.

Yashima, Taro. Umbrella. Viking. 1958. $2.96. K-3.
Story of Momo, a three-year-old Japanese-American girl living in New York City.

_____ Youngest one. Viking. 1962. $2.81. K-1.
Story of a little Japanese-American boy named Bobby.

FILMS

A community keeps health. Film Associates. 11 min. purchase: b&w $60. color $120. 1-6.
Community workers inspect milk, vegetables, and meat. Others check to see that our water and even our air are clean. All work together for the common good.

A community keeps house. Film Associates. 11 min. purchase: b&w $60. color $120. 1-6.
Shows the workers and machines working to keep streets clean and attractive. Everyone's help is needed.

The farmer. EBE. 15 min. purchase: b&w $75. color $150. 1-6.
Illustrates the problems and many responsibilities of each member of a farm family.

Jimmy visits the city. Coronet. 11 min. purchase: b&w $60. color $120. 1-6.
Shows and explains the ways of city living.

Land of immigrants. Churchill Films. purchase: b&w $90. color $180.
Shows we are a land of many people of different national origins, creeds, and colors. We see how character, quality, and fabric of our land has been molded by the mixture of many cultures.

Neighborhoods are different. EBE. 11 min. purchase: b&w $70. color $135. K-3.

Compares ways of living on a farm, in a small town, in a big city and in a suburb.

What is a neighborhood? Coronet. 11 min. purchase: b&w $60. color $120. K-3.

Shows the makeup of a neighborhood as well as how people work together to make it a safe and a pleasant place to live.

FILMSTRIPS

Christmas around the world. SVE. 40 fr. color. $10 with record. 1-6.

The city community. EBE. 40 fr. color. set of six $36. K-3.

- Here is the city
- Business in the city
- Living in the city
- Problems of the city
- Working in the city
- Keeping the city alive

The country community. EBE. 45 fr. color. set of six $36. K-3.

- A rural village
- School in the country
- The new fire engine
- The American farmer
- Living on a farm
- A county fair

Country community (basic activities). color. Curriculum materials. $6 each. K-4.

- The country school
- The field day at school
- Bob Osborn, farm boy
- Vegetables for the city
- Grass and hay
- The county fair
- Farm animals at the fair
- The girls' 4-H club
- The brook
- The pet parade

Farm and city series. Mc Graw-Hill. 38 fr. color. set of 4 $22.50. K-3.

- Life on a small farm
- Life on a large ranch
- Life in a small town
- Life in a large city

If you were born in Japan. Educational Reading Service. 42 fr. color. $6. K-4.

Life in a Japanese town, showing young children in school, at play, and taking part in traditional ceremonies.

If you were born in Mexico. Educational Reading Service. 42 fr. color. $6. K-4.

The life of children in a small Mexican town. Highlighting home life, school and special celebrations.

Making friends. Curriculum materials. color. $6 each. K-6.

- Two to make friends
- Bob's little shadow
- Quarrel, quarrel
- Freddy becomes friendly
- Janet's English friends
- Janet's French friends
- Janet's Basque friends
- Friends everywhere

My neighborhood, Jam Handy. 28 fr. color. set of 6 $32.50. 1-3.

What is a neighborhood?	Working together in a neighborhood
Neighborhoods change	How goods come to us
Telling and finding out	A day in February is a winter day

The neighborhood community. EBE. 48 fr. color. set of six $36. K-3.

Robbie's neighborhood	Places we all own
Different neighborhoods	Neighborhood workers
Sharing with neighbors	In and out of the neighborhood

Our community. Jam Handy. 33 fr. color. set of eight. $43. 1-3.

Living on a farm	The homes we live in
Living in a town	The people in our community
Living in a big city	Working in our community
Our food and clothing	Knowing our community-long ago and today

Our community solves a problem. (community cooperation.) color. Curriculum materials. $6. K-4.

Shows how various community groups work together to solve a schoolbus problem.

Our homes. Eye gate. color. set of nine. $35.

At home with Ruth	Dick and his family at home
Tom's farm house	Helen's home in the South
Alice in her home	Rose's village home
Jackie in his house	Hoe's home in New England

Our world of sights and sounds. Group 1. SVE. 36 fr. color. set of six with three records, $42.95. Filmstrips $6 each. Records $4 each. K-2.

Sights and sounds of the home
Sights and sounds of the neighborhood
Sights and sounds of the farm
Sights and sounds of the city
Sights and sounds of the pet shop
Sights and sounds of the amusement park

Primary Social Studies. Group i. SVE. 49 fr. color. set of six, $32.50. K-2.

Families have fun	A coal mine field trip
Family members work	How German families live
School friends and activities	How a Navajo Indian family lives

The story of Valentine's Day. SVE. 42 fr. color. $6. 3-6.

The town community. EBE. 45 fr. color. set of six, $36. K-3.

This is our town	Living in our town
How our town began	Working in our town
How our town grew	The future of our town

Trips here and there. Eye gate. color. set of nine, $39. K-3.

Our neighborhood stores	Visiting a town
Crossing a bridge	Visiting a town
People of other neighborhoods	A trip to the mountains

People at work
Visiting a village
Having fun in a city

PICTURES

A family at work and play. SVE. 18" x 13". color. set of eight, $8.
Family visits the zoo
Family activities at home
Leaving for school
Family shopping for shoes
Mother works in an office
Father works in printing plants
Fun on a playground
Family responsibilities in the home

ECONOMIC ORGANIZATION

Stating the Problem

- What are some of the different types of industries to be found in a community?

Understandings to be developed

. Most communities have several different types of industries.

. There are service industries, such as retail stores, restaurants, laundries, beauty and barber shops, recreational facilities and the like, which supply goods and services directly to consumers.

. There are manufacturing industries which produce products such as clothing, packaged foods, housewares and the like which are sold to retail stores.

. There may be basic industries which produce machines, metals, tools and the like which are used by manufacturers.

. Industries depend upon one another for supplies and materials.

. There is division of labor within most industries. One person does one job, another person does another job and so on. This specialization leads to greater efficiency.

Information Needed

1. What are goods? Services?
   Why do most all communities have many service industries?

2. What are some of the service industries in our community?

3. Does our community have manufacturing industries?
   What do they make? What are materials? Where do the raw materials come from? How do the materials get to our community?

4. What are some of the different jobs that men and women have in manufacturing plants? Why do they have many different jobs?
   What is division of labor?

5. What is a basic industry? Why do we need basic industries?
   Which basic industries are in the local community? Why?

Learning Activities

1. Make a booklet or class list of some industries in or near your community. Be ready to tell what goods the factories make. Talk about the places where these goods might be sent.

2. Locate some of the businesses and industries on a large map of the community.

3. Have a local businessman speak to the class about his place of business. Help children to think of questions to ask him.

4. Visit some places of business in the community. Make an experience chart story about places visited.

5. Read "Pelles' New Suit," by Elsa Beskow, Harper, and discuss to develop the concept of division of labor.

6. Discuss the need for a classroom helpers' chart as a basis for division of labor.

7. Develop a chart showing the various responsibilities of family members. Discuss why division of labor means more time for everyone in the home.

8. Using newspaper clippings based on items of interest concerning local businesses, have the children classify as to service, manufacturing or basic industry. Mount the clippings on construction paper cutouts to resemble stores, offices, factories and other appropriate shapes. As each child places item under proper heading, have him tell why the item is being so placed.

9. Display some type of article such as a dress, piece of carpeting, a shoe or an item of food. Help children to discover all the workers needed to produce the item and get it to the store and then to consumer.

10. Distribute cutouts from magazines of various products with which children readily identify. Have them illustrate the workers that made it possible to produce the pictured item.

11. Assemble all the items needed to bake an apple pie. Discuss which items are raw materials, which are tools. Tell who provides the labor and who will be the consumer when the pie is made and ready to be enjoyed. Discuss which items depended upon manufacture in other industries before being used in the making of the pie.

12. Use film: Everyone Helps in a Community, Churchill Films.

13. Use film: Why Communities Trade Goods, Churchill Films.

14. Display pictures of such places as deserts, mountains, farming lands, jungles,and polar regions. Discuss which goods and services are available in the local community that might be difficult or expensive to obtain in each of the pictured areas. Stress importance of geography in these situations.

15. Have each child choose one industry in the community and write a paragraph about it. Have an illustration made that is appropriate. Assemble all the paragraphs into a class booklet to be enjoyed during free time.

Stating the Problem

- Why must businesses and industries make a profit?
- In what ways can they do this?

Understandings to be developed

. All businesses and industries try to operate at a profit.

. The cost of any article or service is based upon the price paid for materials and labor. Any amount above cost represents profit.

. Businesses and industries keep costs as low as they can so that they may charge customers a low price and still make a profit.

. People who operate businesses and industries depend upon profits for the money they need to support their families.

. Businesses and industries must make a profit or they will be forced to shut down.

Information Needed

1. What are costs? What determines costs?
2. Why do businessmen keep their costs as low as possible?
3. Why do businessmen charge as low a price as they can for goods and services?
4. What are profits? Why must businesses make a profit?
5. Why do people "shop around" when they want to buy something? Why is this a good practice? Why can't people spend all the money they desire on things they want?

Learning Activities

1. Make an economic sequence story mural using children's drawings or pictures from magazines and newspapers: A factory owner employs people; they work and make a product; the owner sells the product; He pays his expenses; overhead, materials, taxes, employees; the money left over belongs to the factory owner; he produces more, expands his business, saves it, or spends it on other products.
2. Another economic sequence story mural: Factory owner employs people; they make articles; the articles are sold to a wholesaler; the wholesaler sells to a retailer; the owner of the factory pays the employees who made the product; they use part of their wages to buy the article they helped produce.

3. Set up two model stores. Give each storekeeper an identical amount of play money to set up and operate store. He must pay for goods received, advertising, rent and clerks. Let class shop during designated times for the items they desire. At end of week pay all debts incurred and count amount of money made or lost.

4. Invite a businessman to visit class and tell the kinds of costs he must consider before setting a price on an article, such as a car, or a food item.

5. Using a coat hanger as a base, build a mobile that shows the total cost of an article readily familiar to the children such as a quart of milk. Suspend from this in proper proportions the amounts spent on producing, bottling and delivery of the item. (A dairy can usually supply these figures.)

6. Use film: Beginning Responsibility, Using Money Wisely. Coronet.

Stating the Problem

- How are community industries dependent upon modern transportation and communication facilities?

Understandings to be developed

. Community industries depend upon modern transportation and communication facilities.

. Communities are linked together by means of highways, railroads, and airways, mail service, telegraph and telephone lines.

. Businesses and industries obtain raw materials, finished products and other supplies and equipment from many places, some far away. They come by truck, railroad, and airplane.

. Many requests or orders for supplies and equipment, as well as sales orders, are transmitted by telephone and telegraph.

. A very important communication service is provided by our national government -- the United States Mail.

Information Needed

1. Why do we need highways, railroads and airways?

2. Could our community survive without transportation links to other communities? Why?

3. How did people communicate before the days of the telephone and telegraph?

4. How is the United States mail a very important service?

5. Why do the local, state and national governments build and maintain roads?

Learning Activities

1. Start a travel museum. Have such things as old and new toy cars, trucks, boats, helicopters, jets, airplanes. Label.

2. Use games from SPARK, pages 160-163: "Let's Play Postman," "Trails and Footpaths," "Roads We Travel."

3. Suggest "What If" game. ("What if we had no transportation in or out of our community?")

4. Discuss how transportation and communication aid the community's economy and list reasons on chart paper.

5. Take field trips to visit such places as the local Post Office, a radio or television station, or the telephone company.

6. Invite representatives of transportation agencies to visit the class to explain their functions.

7. Have children select their favorite means of transportation and give a brief report on it.

8. Let children share any airline or railroad trip experience they may have had.

9. Draw up a list of ways in which radio and television are assets to everyday living.

10. Conduct radio or T. V. program-type skits.

11. Learn to read a T.V. Guide or Radio Program listing. Discuss rules to be followed such as proper viewing procedures and taking turns with other members of the family regarding shows to be heard.

12. Compare pictures of children at home in pioneer days with present day. Discuss how transportation and communication changes have made a difference in the activities enjoyed.

13. Make a booklet showing how transportation and communication is important to school.

14. Locate major highways that serve the local community on map. Discuss changes in community that would take place if these highways were not available - or if new highways were added.

15. Learn to use the telephone properly with the aid of a teletrainer available from the Bell Telephone Company.

16. Learn how to dial the proper local number and to report a fire, accident, or emergency accurately and properly.

17. Provide each child with several cutouts (or dittoed pictures) of the various means of transportation available in the local community. Have them indicate the importance of each to the community - either orally or in writing. Contrast with the transportation used in some other country such as Peru or Thailand. Show how geography affects the kind of transportation available in many places.

18. Have children write a letter to a friend of their choice, address it and mail at the local post office. Trace the route of the letters on map of the community from the time they left the school until they reached the homes of the addressees.

19. Read story "The true book of our post office and its helpers" Children's Press.

20. Use pictures from SVE series entitled, Postal Helpers for observation and discussion.

21. Use film: Transportation, Gateway Production.

22. Visit a trucking firm, airport, bus station or railroad station. Arrange for a short trip on the bus or train.

23. List workers and equipment needed for transporting by any one facility and discuss the effect these factors have in determing the cost of a ticket or for having goods delivered.

24. Use the following film loops: Community Helpers, National Instructional Films:

The Bus
Loading a Boat
Unloading a Boat
The Service Station
Tank Car Loading

Stating the Problem

- How are the people in our community dependent upon local businesses and industries?

Understandings to be developed

- The people of our community depend upon local business and industry for employment.
- Most people who live in our communities work for local business and industry. They depend upon these jobs to get income to support their families.
- When local business and industry are prosperous, many people have steady jobs and the community is prosperous.
- The prosperity of a community depends upon a high level of consumer demand. Consumer demand is high when many or most people have enough money to buy the goods and services they need or want.
- Communities are interdependent. All communities depend upon one another for the interchange of goods and services.

Information Needed

1. Why do people need jobs?
2. Why must local business and industry be operating at a profit in order to maintain jobs?
3. What is consumer demand?
4. Why must consumer demand be high to maintain good times.
5. How is the prosperity of one community linked to the prosperity of other communities?

Learning Activities

1. Make up a story about a ghost town, such as an old mining town. Tell why people went there and why they moved away. Use simple flannel board cutouts and illustrate story as it is told.
2. Discuss some of the reasons why your family lives in our community. What does the community have that you need and want?
3. Play the "What If?" game. (What if no one wanted to work?)
4. Discuss and list the different kinds of workers in our community.

5. Discuss and list the things we use which come from other communities.

6. Encourage children to tell of the work of their parents, their relatives, their friends and their neighbors.

7. Arrange to visit a food store, a clothing store or any retail store. Find out where they get the things they sell. Locate areas on large map or globe upon return. Trace possible routes and discuss types of transportation used.

8. Using flannel board and community worker figures (either commercial or cut from magazines and mounted on flannel or felt backs) have children identify and tell how they help in the community.

9. Display and share the "I Want to be ....." books. Choose those which are pertinent to local community work. Use others to show how geography or type of community determines the kinds of helpers needed. Show how these workers contribute to local community life. Greene, Carla, "I Want to be ..... ", Children's Press.

10. Have a report time when children can share brief written reports about the kind of work they might do when they grow up. Illustrations could accompany the written material.

11. Make a mural which shows where the products sold in a food store come from and how they are brought to the store.

12. Set up a "Good Deeds Day" where the children participate in some useful work in classroom or on playground to share in maintaining a clean school. Discuss need for all to do a share of the work - and the dignity and worth of work.

13. Discuss the need for all types of workers. Discuss why some workers earn more money than others.

14. Distribute to each child one or two old magazines. Have them find pictures of the things that are necessities for which money is needed - such as for food, clothing, taxes, shelter and automobile - and paste on large sheet headed First $ for These. Next have them show how money is spent on services. The second page might be headed: Then $ for These and include such things as doctors, dentists, insurance, telephones. To stress the importance of savings a third page might depict banking, and the buying stocks and bonds. A fourth page might be one for special desires or wishes and could include any of the things the children would like to have.

15. Display pictures of a rural community and of a suburban or urban community. Discuss how the two communities help each other.

16. Use film: Everyone Helps in a Community. Churchill Films.

17. Use film loops: Community Workers. Popular Science Publishing Co., Inc.

The Doctor
The Dentist
The Public Librarian
Sanitation Workers
The Policeman
The Fireman

18. To help build understandings about the interdependency of communities the following filmstrips might be used:

Food EBE (Set of six)
How We Get Our Clothing (Set of four)
How We Get Our Homes (Set of four)

ECONOMIC ORGANIZATION

BOOKS

Adler, Irving. Fibers. Day. 1964. $2.39. 1-6.
Intoduces the many kinds of natural and man-made fibers in use today and describes the processes of manufacture.

Alexander, Anne. ABC of cars and trucks. Doubleday. 1956. $2.61 K-3.

Allison, D. About helpful helicopters. Melmont. 1954. $1.88. 2-5.

Arnold, Oren. Marvels of the U. S. mail. Abelard-Schuman. 1964. $3.19. 1-6.

Banks, M. A. How we get our dairy foods. Benefic Press. 1963. $1.80. 1-3.

Barr, Jene. Baker Bill. Whitman. 1953. $1.50. 1-3.

_____ Ben's busy service station. Whitman. 1956. $1.50. 1-3.

_____ Busy office, busy people. Whitman. 1968. $1.46. k-2.

_____ Mr. Zip and the U. S. mail. Whitman. 1964. $1.95. 1-3.

Batchelor, J. F. Communication: from cave writing to television. Harcourt, Brace and World. 1953. $1.68. 1-3.

Bate, Norman. Who built the bridge? Scribner. 1954. $3.12. K-2.

_____ Who built the dam? Scribner. 1958. $3.12. 3-5.

Beskow, Elsa. Pelle's new suit. Harper. 1929. $3.25. K-2.

Blandford, Edmund. True book of flight. Childrens Press. 1968. $1.88. K-2.

Bolian, P. and Schima, M. I know a house builder. Putnam. 1968. $1.97. K-2.

Buchheimer, Naomi. Let's go to a post office. Putnam. 1964. $1.97. 1-3.

Buehr, Walter. Bread: the staff of life. Morrow. 1959. $2.78. 1-6.

Burchard, Peter. Balloons: from paper bags to sky hooks. Macmillan. 1960. $3.27. 1-6.
Stresses the scientific uses of balloons today.

Burton, V. L. Maybelle, the cable car. Houghton. 1952. $3.40. K-2.

Carter, Katherine. True book of ships and seaports. Childrens Press. 1963. $2.93. 1-3.

Chace, H. About the captain of a ship. Melmont. 1959. $1.88. 1-5.

_____ About the pilot of a plane. Melmont. 1959. $1.88. 1-5.

Chapin, Cynthia. Dairyman Don. Whitman. 1964. $1.95. 1-3.

Colonius, L. At the airport. Melmont. 1967. $1.88. K-2.

_____ At the bakery. Melmont. 1967. $1.88. K-2.

_____ At the post office. Melmont. 1953. 1-4.

Dalgliesh, Alice. America travels; the story of travel in America. Macmillan. 1961. $2.01. 1-6.
First section presents eight stories of children traveling in early days of America. Second section traces development of American transportation from stage coach to space exploration.

_____ Ride on the wind. Scribner. 1956. $3.12. 1-3.
Story of Lindbergh.

Elkin, Benjamin. True book of money. Childrens Press. 1960. $2.93. 1-3.

Evans, E. K. Why we live where we live. Little. 1953. $3.50. 3-8.

Flack, Marjorie. Boats on the river. Viking. 1946. $3.50. K-1.

Gramatley, Hardie. Little Toot. Putnam. 1939. $3.29. K-3.

Green, M. About apples from orchard to market. Melmont. 1960. $1.88. 2-6.

Greene, Carla. Doctors and nurses: What do they do? Harper. 1963. $2.19. 1-2.

_____I want to be books. Childrens Press. Set of 36. $67.50. $1.88 each. K-2.

Community helpers

Fireman 1959
Policeman 1958
Postman 1958
Zoo-keeper 1957

Food providers

Dairy farmer 1957
Farmer 1959
Fisherman 1957
Orange grower 1956
Cowboy 1960

Trades and Businessmen

Baker 1956
Carpenter 1959
Coal miner 1957
Mechanic 1959
Road-builder 1958
Storekeeper 1958
Restaurant owner 1959

Transportation and Communication

Space pilot 1961
Pilot 1957
Airplane hostess 1960
Train engineer 1956
Bus driver 1957
Telephone operator 1958
News reporter 1958
Truck driver 1958

Professional occupations

Scientist 1961
Doctor 1958
Dentist 1960
Nurse 1957
Teacher 1957
Librarian 1960
Animal doctor 1956

Personal Interests

Ballet dancer 1959
Baseball player 1961
Musician 1962
Homemaker 1961

Harwood, Pearl. Mrs. Moon takes a drive. Lerner. 1967. $2.95. 2-3.

_____ Mrs. Moon's harbor trip. Lerner. 1967. $2.95. 2-3.

Hastings, E. B. About postmen. Melmont. 1957. $1.88. K-3.

_____ At the dairy. Melmont. 1967. $1.88. K-2.

_____ The dairy. Melmont. 1963. $1.88. 1-3.

Hefflefinger, J. and Hoffman, E. About helpers who work at night. Melmont. 1963. $1.88. 2-5.

Hine, Al. Money round the world. Harcourt, Brace and World. 1963. $3.09. K-3.

Traces the story of money from the barter system to use of metal coins and paper money.

Hoffman, E. and Hefflefinger. About family helpers. Melmont. 1967. $1.88. K-3.

_____ About firmen. Melmont. 1957. $1.88. K-3.

_____ About friendly helpers around town. Melmont. 1967. $1.88. 1-3.

_____ About friendly helpers for health and safety. Melmont. 1967. $1.88. 1-3.

_____ About school helpers. Melmont. 1955. $1.88. 1-3.

Hollos, Clara. Story of your bread. International. 1948. $1.75. 3-5.

Jacobs, Lou, Jr. Airports, U.S.A. Elk Grove Press. 1967. $3.79. 2-3.
Clear photographs and a brief running text explaining the various functions of a large airport.

Johnson, S. About the engineer of a train. Melmont. 1959. $1.88. 1-5.

Kessler, Ethel. All aboard the train. Doubleday. 1964. $2.81. 1-3.

Knight, Clayton. The big book of real helicopters. Grosset and Dunlap. 1963. $2.09. 1-3.
Gives the development and usefulness of helicopters.

Lenski, Louis. Little airplane. Walck. 1938. $2.25. K-1.

_____ The little train. Walck. 1940. $1.69. 1-3.

Lent, Henry B. Men at work in New England. Putnam. 1956. $2.34. 1-6.
This is advanced for second graders but could be used as a reference.

_____ Men at work on the West Coast. Putnam. $2.16. 1-6.
This is advanced for second graders but could be used as a reference.

Lewellen, J. B. Tommy learns to fly. Crowell. 1958. $2.83. 2-4.

Lindop, Edmund. George Washington and the first balloon flight. Whitman. 1964. $2.75. 1-3.
Describes the first balloon flight in this country which was watched by our first president, George Washington.

Meshover, Leonard. You visit a dairy [and] clothing factory. Benefic. 1965. $1.35. 1-3.

Miner, Irene. True Book of communication. Childrens Press. 1960. $2.92. 1-3.

_____ True book of policemen and firemen. Childrens Press. 1954. $2.93. 1-3.

Miner, O. I. The true book of our post office and its helpers. Childrens Press. 1961. $1.50. 1-3.

Newman, S. and Sherman, D. About people who run your city. Melmont. 1963. $1.88. 2-5.

Nighbert, Esther. True book of cloth. Childrens Press. 1955. $2.50. 2-4.

Olds, Elizabeth. Riding the rails. Houghton Mifflin. 1948. $3.40. 1-3.
Illustrated history of railroads.

Payton, E. About farm helpers. Melmont. 1958. $1.88. 1-4.

Philips, E. About the driver of a bus. Melmont. 1959. $1.88. 1-5.

Radlauer, R. About men at work. Melmont. 1958. K-4.

Reck, A. K. and Fichter, H. H. At the railroad station. Melmont. 1958. $1.88. 2-5.

Rees, E. At the bank. Melmont. 1959. $1.88. 2-5.

Schein, Miriam. How do you travel? Abingdon. 1954. $2.50. 2-4.

Schloat, G. W. Milk for you. Scribner. 1951. $2.97. 1-6.
Story of the dairy industry.

Shannon, T. About food and where it comes from. Melmont. 1961. 3-6.

Shay, Arthur. What happens when you put money in the bank. Reilly & Lee. 1967. $2.95. 1-3.
Includes terms such as teller, vault, deposit slip and savings account. An introduction to economic concepts at the primary level.

____ What happens when you make a telephone call. Reilly & Lee. 1968. $2.95. 1-3.

Sherman, D. and Newman, S. About canals. Melmont. 1964. $1.88. 3-6.

Stanek, Muriel. How people earn and use money. Benefic Press. 1968. $1.50. 2-4.
Introduces such terms as producer, consumer, goods, services, credit, interest and supply and demand.

Stuart, Merrie. The airplane at the airport. Melmont. 1958. $1.88. 1-3.

Uhl, M. About cargo ships. Melmont. 1962. $1.88. 3-5.

Williams, Barbara. I know a garageman. Putnam. 1968. $1.97. K-2.

Zaffo, George. The big book of real building and wrecking machines. Grosset and Dunlap. 1951. $2.08. 1-3.
Includes crushers, loaders, mixers, cranes, bulldozers, etc.

_____ The big book of real trains. Grosset and Dunlap. 1963. $2.09. 1-3.

_____ The big book of real trucks. Grosset and Dunlap. 1964. $2.09. 1-3.

_____ Building your superhighways. Garden City Books. 1957. $2.47. 1-6.
Includes the equipment, the problems, and the step-by-step operations of road building.

FILMS

An airplane trip by jet. 3rd edition. EBE. 11 min. purchase: b&w, $70. color, $135. 1-6.

Airport in the jet age. 2nd edition. EBE. 11 min. purchase: b&w, $70. color, $135. 1-6.

Beginning responsibility: using money wisely. Coronet. 11 min. purchase: b&w, $60. color, $120. K-3.
Teaches simple economic facts such as money is exchanged for time and skills, money is used for such necessities as food, clothing, housing, taxes and savings, and that careful choices are necessary to keep within one's income.

Behind the scenes at the supermarket. Film Associates. 11 min. purchase: b&w, $60. color, $120. 1-6.

Billy's helicopter ride. Coronet. 11 min. purchase: b&w, $60. color, $120. K-3.
Billy learns about helicopters and sees the countryside and city from above.

Boats and ships. EBE. 11 min. purchase: b&w, $70. color, $135. 1-6.

Bread. EBE. 11 min. purchase: b&w, $70. color, $135. 1-6.

Building a jet plane. Film Associates. 11 min. purchase: b&w, $60. color, $120. 1-6.

The bus driver. EBE. 11 min. purchase: b&w, $60. 1-6.

Buses that serve the community. Film Associates. 11 min. purchase: b&w, $60. color, $120. 1-6.
Pictures of school buses, city buses and cross-country buses.

The busy airport. Coronet. 11 min. purchase: b&w, $60. color, $120. K-3.
Shows people at their jobs in the airport, passengers leaving and arriving, air freight and mail being handled. A puppy for David arrives by air freight.

The busy harbor. Coronet. 11 min. purchase: b&w, $60. color, $120. 1-6.
Shows the fishing boats unloading, tugboats pulling barges, cargo ships, a lighthouse, bouys, etc. Ends with a ride on a tugboat.

A city and its people. Film Associates. 12 min. purchase: b&w, $75. color, $130. 1-6.
The people in a city provide services for each other.

City bus driver. EBE. 11 min. purchase: b&w, $70. color, $135. 1-6.

Communication. Gateway Production. 11 min. purchase: b&w, $60. color. $120. 1-3.
Shows animals as well as men using sights and sounds as a means of communicating.

Communication for beginners. Coronet. 11 min. purchase: b&w, $60. color, $120. K-3.
Shows how methods of sending and receiving messages have changed from the smoke signals of the Indians to the telegraph and to our modern devices of today-television, radio, the telephone, and others.

The community bakery. EBE. 11 min. purchase: b&w, $60. color, $120. K-3.

Cotton. EBE. 11 min. purchase: b&w, $70. 1-6.

The dairy farm. 2nd edition. Coronet. 13 1/2 min. purchase: b&w, $75. color, $150. 1-6.
Shows the cultivating, harvesting and storing of feed crops, the feeding and milking of the cows, and the preparation of the milk for markets.

Eggs go to market. The story of automated egg processing. Film Associates. 11 min. purchase: color, $120. 1-8.

Everyone helps in a community. Churchill Films. 13 1/2 min. purchase: b&w, $75. color, $150. K-3.
Emphasizes interdependence and the benefit of division of labor in a community.

The factory: how a product is made. Film Associates. 14 min. purchase: b&w, $75. color, $150. 1-6.
Shows the manufacture of a toy from the initial idea, through its experimental development, its engineering, production, assembly, and final sale in a retail store.

Farmer Don and the city. Film Associates. 11 min. purchase: b&w, $60. color, $120. 1-6.
Shows relationship between the farmer and the city.

Fathers go away to work. Bailey Films. 11 min. purchase: color, $120. K-3.
Shows the work of a salesman, a commercial artist and a construction worker.

Ferryboat. Bailey Films. 9 min. purchase: b&w, $60. color, $110. 1-6.

Food for the city: produce. Film Associates. 12 min. purchase: b&w, $75. color, $135. 1-6.
Shows how food is grown for the city - uses carrots as an example.

Food for the city: wheat and flour. Film Associates. 11 min. purchase: color, $120. 1-6.
Shows how wheat is planted, cultivated and harvested, and then follows the wheat to the flour mill and to the bakery.

Food from the sea. Bailey Films. 11 min. purchase: color, $120. 1-6.
Shows the methods used to take fish from the sea.

The food store. 2nd edition. EBE. 13 min. purchase: b&w, $86. color $167.50. K-3.

The freight train. EBE. 11 min. purchase: b&w, $70. color, $135. 1-6.
Behind-the-scenes look at scheduling, inspection, assembly of of cars in a freight train.

Frozen foods. Bailey Films. 11 min. purchase; color, $120. 1-3.
Contrasts the preparation of food today with that at the turn of the century.

George's new suit. (where clothing comes from) Coronet. 11 min. purchase: b&w, $60. color, $120. 1-6.
Traces the processes by which wool, cotton, silk, nylon, leather, and rubber are manufactured into acticles of clothing.

Grandmother makes bread. Bailey Films. 11 min. purchase: b&w, $60. color, $120. 1-3.
Shows the complete process of making bread.

The harbor. Bailey Films. 11 min. purchase: color, $120. 1-6.

Helicopter carries mail. Bailey Films. 11 min. purchase: b&w, $60. color, $120. 1-6.

Helpers in our community. Coronet. 11 min. purchase: b&w, $60. color, $120. K-3.
Shows the work of the street repairman, the doctor, the storekeeper, the bus drivers and others.

Helpers who come to our house. Coronet. 11 min. purchase: b&w, $60. color, $120. K-3.
Includes the newspaper boy, the mailman, the milkman, the garbageman and others. Shows that the men are paid for their services and therefore earn their living by being helpers.

How is clothing made: the story of mass production. Film Associates. 14 min. purchase: b&w, $75. color, $150. 1-8.
The problems and advantages of mass production are illustrated and explained by their application in the modern clothing industry.

Let's visit a shopping center. Film Associates. 11 min. purchase: b&w, $60. color, $120. 1-6.

A letter to grandmother. 2nd edition. Coronet. 13 1/2 min. purchase: b&w, $75. color, $150. 1-6.
Mary sees how mail is collected, canceled, sorted, and dispatched. Shows the use of the zip code number; shows a concentration center; and shows the final delivery.

The lighthouse. EBE. 12 min. purchase: color, $135. 1-6.

The lumberyard. Bailey Films. 11 min. purchase: b&w, $60. color, $120. K-3.
Shows the story of lumber.

Machines that help the farmer. Film Associates. 11 min. purchase: b&w, $60. color, $120. 1-6.

Mailman. 2nd edition. EBE. 11 min. purchase: b&w. $70. color, $135. 1-6.

Milk. 2nd edition. EBE. 11 min. purchase: b&w, $70. 1-8.

Miller grinds wheat. Bailey Films. 11 min. purchase: b&w, $60. color, $120. 1-6.
Shows the process of modern milling.

The Modern post office. Film Associates. 13 min. purchase: b&w, $85. color, $150. 1-6.

Money and its uses. EBE. 11 min. purchase: b&w, $70. color, $135. 1-6.
Explains the difference between barter and the use of a medium-follows single dollar bill through a series of simple business transactions.

Money in the bank - and out. Churchill Films. 15 min. purchase: b&w, $90. color, $180. 1-6.
Begins with an example of borrowing and lending between children. Introduces the basic operations of the bank.

Ocean voyage. EBE. 14 min. purchase: b&w, $86. color, $167.50. 1-6.
Shows N. Y. Harbor, life on the bridge, in the engine room, galleys, dining rooms, passengers' and crew's quarters of the S. S. Olympia.

Our post office. Rev. edition. EBE. 11 min. purchase: b&w, $70. color, $135. 1-6.

The passenger train. 2nd edition. EBE. 11 min. purchase: b&w, $70. color, $135. 1-6.
A young boy's overnight trip. Shows the roomette, the dome car, the observation car and the diner.

People who work at night. Film Associates. 13 min. purchase: b&w, $75. 1-6.

Shows a taxi driver, a gas station attendant, a druggist, a bus driver, a hotel clerk and others who work at night. Includes visits to a newspaper plant, a dairy, a bakery, and a factory.

Pipes in the house. Churchill Films. 11 min. purchase: b&w, $60. color, $120. K-3.

Shows the sources of water, gas and electricity. Contrasts these conveniences with a family camping trip.

Seaport. EBE. 17 min. purchase: b&w, $102.50. color, $200. 1-6.

Shelter. EBE. 11 min. purchase: b&w, $70. color $135. 1-6.

Compares igloos, desert tents and island huts to show that climatic conditions determine the type of shelter people build.

Ships need a harbor. Film Associates. 12 min. purchase: b&w, $60. color, $135. 1-6.

Stores in our community. Coronet. 11 min. purchase: b&w, $60. color, $120. K-3.

Helps to increase the child's understanding of the relationship. between stores and families in the community, and to give him general appreciation for services the stores provide.

The story of the wholesale market. Churchill Films. 11 min. purchase: b&w, $60. color, $120. 1-6.

Shows how the market depends on the cooperation of many workers.

Transportation. Gateway Production. 11 min. purchase: b&w, $60. color, $120. 1-6.

Introduction to story of transportation - man-power, animal-power, and machine-power.

Transportation by ship. Bailey Films. 11 min. purchase: color, $120.

Includes the many aspects of a passenger ship going from San Francisco to Hong Kong.

Transportation in the modern world. Coronet. 11 min. purchase: b&w, $60. color, $120. 1-6.

Shows old and new means of transportation: slow and fast, rural and city, and pleasure and utility.

The truck driver. EBE. 16 min. purchase: b&w, $102.50. color, $200. 1-6.

Trucks and trains. Churchill Films. 11 min. purchase: b&w, $60. color, $120. 1-6.

Trucks in our neighborhood: a first film. Film Associates. 12 min. purchase: b&w, $75. color, $135. 1-6.

Trucks that serve our city. Warwick M. Tompkins. 13 min. b&w. 3-8.
Shows the design, use and value of thirty kinds of trucks.

Tugboats. EBE. 11 min. purchase: b&w, $70. 1-6.

Tugboats and harbors. Churchill Films. 11 min. purchase: b&w, $60. color, $120. 1-6.

Using the bank. EBE. 11 min. purchase: b&w, $60. 1-6.
Explains the various functions and services of a bank.

Water for the city. Film Associates. purchase: b&w, $65. color, $120. 1-6.

What do fathers do? Churchill Films. 11 min. purchase: b&w, $60. color, $120. 1-3.
Toby goes to work with his father and learns about the work of the architect and other workmen on a construction job.

Where do our letters go? (The Postal System) Coronet. 11 min. purchase: b&w, $60. color, $120. 1-6.
Includes the mailing, sending, and delivery of party invitations.

Where does our food come from? Coronet. 11 min. purchase: b&w. $60. color, $120. K-4.

Where does our meat come from? 11 min. purchase: b&w, $60. color, $120. 1-6.

Why communities trade goods. Churchill Films. 10 min. purchase: b&w, $60. color, $120. 1-6.
Land changes from place to place and different kinds of land can produce different things. Therefore, communities must exchange goods. Seen through the eyes of truck drivers.

Wool (from sheep to clothing). EBE 11 min. purchase, b&w, $70. 1-6.

FILM LOOPS

Community helpers. National Instructional Films. 3 min. each. color. 8mm. $15 each.

Includes:

Aircraft ramp service	The meat cutter
The bus	The paper boy
The lineman	The policeman
Loading a boat	The service station
Unloading a boat	Tank car loading

Community workers. Popular Science Publishing Company, Inc. color. 8mm. Set of 8, $156. $19.50 each. K-3.

The doctor	The postman
The dentist	Sanitation workers
The school nurse	The policeman
The public librarian	The fireman

Pony express. Arthur Barr. 10 min. color. 8mm. $72. K-6.

The story of milk. SVE. color. 8mm. set of 4 with 4 records. $74.50. 1-6.

- The dairy cow
- How a cow is milked
- How milk is processed
- How milk comes to us

FILMSTRIPS

Basic Economics. Bailey. 70 fr. color. set of 4 with 4 records. $39. K-6.

Provides a basic introduction to our consumer oriented economy. Emphasis is on the teams of producers, distributors, and consumers who keep the economy going.

Big city-U.S.A. Eye Gate. Set of 9, $39. 1-6.

- Big city - U.S.A.
- Housing in big city
- Food in big city
- Big city workers
- Education in big city
- Police protection in big city
- Fire protection in big city
- Public utilities in big city
- Fun and recreation in big city

Children's World series. McGraw-Hill. 24 fr. color. set of six, $32.50.

- The milk we drink
- Visit to a shopping center
- All kinds of houses
- A loaf of bread
- Winter comes to the country
- Summer comes to the country

City community workers (child's neighborhood). color. Curriculum materials. $6. each. K-6.

- The city
- Homes in the city
- Carol's apartment house
- The city playground
- The city park
- Transportation, city
- The bakery
- How the city is fed
- Factory workers
- Office workers
- Stores in the city
- Carrying freight

Clothing. EBE. 47 fr. color. set of six, $36. K-6.

- Clothes and why we wear them
- Proper clothes and their care
- Where clothes come from
- Materials for clothing
- How cloth is made
- The clothing factory

Community helpers series. set no. 1. McGraw-Hill 40 fr. color. set of six, $35. K-3.

- The grocer
- The fireman
- The doctor
- The bus driver
- The mailman
- The Policeman

Community helpers series. set no. 2. McGraw-Hill. 40 fr. color. set of six, $35. K-3.

- The dentist
- The milkman
- The librarian
- The service station attendant
- The street maintenance crew
- The sanitation department crew

Country community (occupations-pets). color. Curriculum materials $6. each. K-4.

- The lumber mill
- Building a house
- Making maple syrup
- The story of corn
- The goat farm
- Mr. Peet, dairy farmer
- Farm pets
- Autumn in the country

Food. EBE. 48 fr. color. set of six, $36. K-6.

- Kinds of food
- Where food comes from
- Getting food ready for market
- Keeping food from spoiling
- The food store
- Food for good health

How we get our clothing. SVE. 35 fr. color. set of four, $16.25. 1-3.

- The story of cotton
- The story of wool
- The story of leather
- The story of rubber

How we get our foods. SVE. 41 fr. color. set of four, $16.25. 1-3.

- The story of milk
- The story of bread
- The story of fruits and vegetables
- The story of meat

How we get our homes. SVE. 30 fr. color. set of four, $16.25. 1-3.

- Planning the home
- Building the foundation
- Building the shell
- Finishing the home

Learning to use money wisely. SVE. 37 fr. color. $6.50. record, $3.50. 1-6.

Little town - U.S.A. Eye Gate. color. set of nine, $39. 1-6.

- Types of little towns
- Little Town, U.S.A.
- Stores in Little Town
- Shopping on Main Street
- Food for Little Town
- Houses in Little Town and life on a farm
- Building a house in Little Town
- Workers and activities in Little Town
- People who help Little Town

Our neighborhood helpers. Jam Handy. 27 fr. color. set of six, $31.50. 1-3.

- The mailman
- The policeman
- The fireman
- The grocer
- The milkman
- The librarian

Our neighborhood workers. Eye Gate. color. set of nine, $39. 1-6.

- The baker
- The dairyman
- The shoemaker
- The tailor
- Out neighborhood laundry
- The butcher
- The banker
- The watchmaker and jeweler
- The fruit and vegetable store

People and goods travel. Jam Handy. 29 fr. color. set of six, $31.50.

- Airplanes
- The passenger train
- The freight train
- Buses
- Trucks
- Boats and ships

Shelter. EBE. 49 fr. color. set of six, $36. K-6.

- Houses of long ago
- Why we need houses
- Kinds of houses
- Tools and materials for building houses
- Parts of a house
- Men who build our house

Ships and harbors. color. Curriculum materials $6. K-4.

Some neighborhood helpers. Eye Gate. color. set of nine, $39. 1-6.

- The neighborhood doctor
- The neighborhood nurse
- The neighborhood pharmacist
- The neighborhood optometrist
- The neighborhood barber
- The neighborhood beautician
- The neighborhood newspaper store
- The automobile service station
- The neighborhood fish store

Transportation. Bailey. 40 fr. color. set of eight with two records, $75. 2-6.

Looks at various systems of transportation in this country.

Transportation, planes, trains, etc. color. Curriculum materials. $6. each. K-6.

- Airplanes at work
- Buses at work
- Freight trains at work
- Harbor boats at work
- Ocean ships at work
- Passenger trains at work
- Roadbuilders at work
- Trailers at work
- Trucks at work

Ways we travel series. McGraw-Hill. 45 fr. color. set of six, $35.50 3-6.

- Linda and Ben take a bus trip
- Sue and Tim ride on a train
- Bob and Amy take an airplane ride
- A subway ride for Dick and Janet
- On a Great Lakes boat with Lee, Jane, and Nan
- On an ocean liner with Beth and Jay

PICTURES

Community helpers. Standard Publishing. 11" x 14". color. $1.95.

- Policeman
- Telephone man
- Newsboy
- Street cleaner
- Fireman
- Milkman
- Mailman
- Parcel delivery man
- Visiting nurse
- TV repairman
- Ice-cream man
- Librarian

Dairy helpers. SVE. 18" x 13". color. set of eight, $8.

- Farm boy at work
- Using milk equipment
- Checking milkhouse
- Milk tank truck
- Milk processing
- Milk bottling
- Warehouseman loading truck
- Home delivery milkman

Hospital helpers. SVE. 18" x 13". color. set of eight, $8.

- Surgical group operating
- Ambulance helpers
- Reception desk helpers
- Doctor examining patient
- Preparing patient for x-ray
- Nurse and aide
- Dietitians check food trays
- Physical therapist

How people travel in the city. SVE. 18" x 13". color. set of eight, $8.

- City bus
- Jet airliner
- Taxicab
- Subway train
- Elevated train
- Freeway
- Commuter train
- Ferry boat

Land transportation. Teach-a-charts. Eye Gate. 22" x 17". color. set of ten, $6.50.

Moving goods for people in the city. SVE. 18" x 13". color. set of eight, $8.

- Ocean freighter and railroad cars
- Fuel oil truck
- Barge and tugboat
- Jet freighter
- Railroad freight yards
- Ready-mix concrete truck
- Moving van
- Truck terminal

Neighborhood friends and helpers. SVE. 18" x 13". color. set of eight, $8.

- Neighborhood librarians
- Delicatessen helpers
- Coin-op laundry users
- Shoe repair helpers
- Beauty salon operators
- Parking lot attendant
- Gas station attendant
- Dentist and dental assistant

Supermarket helpers. SVE. 18" x 13". color. set of eight, $8.

- Stocking shelves
- Packaging produce
- Serving produce customer
- Store dairy manager
- Preparing meat
- Customer service
- Checking out an order
- Unloading products

Travel by air. Teach-a-charts. Eye Gate. 22" x 17". color. set of ten, $6.50.

Water transportation. Teach-a-charts. Eye Gate. 22" x 17". color. set of ten, $6.50.

POLITICAL ORGANIZATION

Stating the Problem

- What is meant by the term "democracy"?
- What rights and freedoms do people who live in a democracy have? What responsibilities?

Understandings to be developed

- People who live in a democracy have many rights and freedoms. With these go many responsibilities.
- Enjoying one's own rights and freedoms demands that we respect the rights and freedoms of others.
- One of our major rights is that of free speech, which entails the responsibility of letting others express their views.
- Another of our major rights is that of owning property, which entails the responsibility of respecting the property of others.
- Another of our rights is that of freedom of conduct within the law. This entails the responsibility of obeying implicitly those rules and regulations which are designed for our own,and others'protection.

Information Needed

1. What are some of the rights and freedoms we enjoy as Americans? What are some of our responsibilities toward these rights and freedoms?
2. Why must we respect the rights and freedoms of others?
3. What is meant by private property? What do you have in school that is private property? at home?
4. Why must the property of others be respected?
5. What are some of the rules, laws, and regulations which have been made over the years to ensure the common good?
6. Why must we, all of us, live within these laws?

Learning Activities

1. To promote the understanding of the need for rules to govern group and individual behavior and of the fact that privileges and freedoms are linked to responsible conduct in school, home and community:

   - Discuss home, classroom and school regulations, indicating the need for these.

   - Assist children in setting up simple rules governing classroom behavior and display so that they may be referred to periodically.

   - Make a chart showing privileges in one column and responsibilities in another. For example:

     Freedom of speech Take turns talking

   - Set up role playing situations where some children ignore the rules and a look at consequences.

2. To promote the understanding of the role of the responsible citizen in local government:

   - Assign various room tasks on weekly basis; and evaluate each person's performance.

   - Help children to list responsibilities which they (and their families) share in a community.

   - Choose a local facility and discuss (or list) responsibilities regarding it. For example: Library: Keep quiet while there. Return books promptly and in good condition.

   - Build safety awareness by having children practice safe crossing of streets near school. Follow up with a class-made safety chart.

   - Helping children recognize and understand the purpose of road signs: WALK -- WAIT -- SLOW -- STOP -- SCHOOL CROSSING -- DANGER and the like.

   - Making a list of responsibilities regarding safety in the classroom and in the school play area.

   - Discussing bicycle safety.

   - Play a record such as "Songs of Safety" (Educational Record Sales, 157 Chambers St., New York, N. Y.)

- Help children to wage a continuous clean-up and beautification campaign. Begin with classroom, school building and playground. Discuss good manners and public responsibility in using public parks, picnic areas and rest rooms.

- Through discussion, help develop the understanding that even when we travel to other cities, community values must be respected (no littering on streets or highways, not defacing public buildings, monuments, or statues).

- Set up and conduct a poster contest on the theme: We Keep America Clean. Have a panel of children work with one or two adults to act as judges to select two or three to be prominently displayed in a place such as a cafeteria, entrance hall, etc.

- Display an awareness for "our" country and our responsibility regarding it by picking up our own and other people's litter cheerfully. Discuss the need for setting an example.

- Use film: Good Citizens, EBE

- Use film: We Play and Share Together, Bailey Films, to promote desirability of cooperation, courtesy and consideration.

Stating the Problem

- What government officials are needed in a democracy?
- How are they chosen? Why?

Understandings to be developed

. In a democracy, government officials are elected or appointed by elected officials.

. Our communities are governed by elected officials.

. Cities and villages are governed by a mayor and a city council or board of eldermen.

. Counties in New York State are governed by a board of supervisors, one of whom is chosen as county supervisor.

. Towns are governed by a supervisor and a town board.

Information Needed

1. Why do we elect our local officials?
2. How do we elect our officials?
3. Why are there different forms of local government?
4. Who are some of the local officials who are appointed by elected officers? What does it mean to be "appointed?"

Learning Activities

1. Visit town hall.
2. Arrange for supervisor, mayor, or other town official to visit classroom.
3. Set up a diagram showing organization of local government, from mayor on down. Use magazine cutouts and label properly.
4. Visit polling place to examine voting machine and sample ballots.
5. Help children write short report of how town officials are elected or selected; include qualifications desired in each and duties to be performed.
6. Hold a classroom election to elect a class leader for games

songtime, or exercise time. Discuss qualifications - good leader - can sing - doesn't act 'silly' in front of group.

7. Read and discuss: Town Meeting Means Me, Houghton, Mifflin, 1951.

8. Cut out articles from newspaper that deal with leaders in local government and discuss them.

9. Acquaint children with campaign practices in late October and early November. Have them bring in newspaper ads and listen to T.V. announcements.

10. Encourage class discussions about candidates at election time.

Stating the Problem

- What services do local governments provide?

Understandings to be developed

. Local governments provide many needed services.

. Most local communities provide some form of police protection.

. Cities and villages usually provide fire protection.

. In rural and many suburban areas, fire protection is provided by volunteer companies.

. Local governments build and maintain roads and streets, street lighting, water and sewage systems.

. Money to pay for all these services comes from the taxes that everybody pays. All communities have real estate taxes and some have additional sales taxes and the like. The state also supplies some money to communities.

Information needed

1. Why do local governments rather than private businesses, supply such services as police and fire protection, roads and streets? Was this always true? Why?

2. What are taxes?

3. Why must people pay taxes to local government? How are the taxes paid? Why is this fair?

4. Who are the people who run our school district? Which ones are elected, which appointed?

5. Why do our school board members serve our schools without pay?

6. Where does the money come from that pays for our schools?

7. Why does the state contribute money to our school district? What does a school district do with the money it gets?

Learning Activities

1. Discuss and list services performed by local government units-- police, parks, street maintenance, fire protection - and how these are financed. Illustrate list with appropriate cutouts from magazines.

2. Discuss need for above services. (Play "What If?" games. What if we didn't have police protection, etc.)

3. To promote understanding of local school district, election of school board members and the selection of personnel to operate the schools:

   - Construct map of school district, including bus routes; and if possible, location of children's homes in rural areas.

   - Compare map of school district with that of village (town, city or state).

   - Invite a member of school board to visit and briefly describe functions of the board.

   - Explain selection of administrators, teachers and custodial staff ... as well as their responsibilities.

   - Promote respect for school personnel and for school property through role-playing or "What If?"

4. Construct a bulletin board which shows how each citizen contributes to taxes. Show money (income) and how it is divided among necessities, savings, taxes and luxuries.

5. List needs that school has for money. Discuss how parents and others help share the expense. Discuss fairness of this method.

6. Read story "The New School."

7. To help children understand the use of tax money on things that are enjoyed by all, use such teaching pictures as: Keeping the City Clean and Beautiful, SVE, which include the following:

   Street Cleaning
   Tree Care
   Keeping Parks Beautiful
   Refuse Collection
   City Refuse Incinerator
   Sewer Cleaning
   Window Washing on High Rise
   Home and Yard Care

8. Use Filmstrips: Community Services, EBE which includes:

Our Library
Our Fire Department
Our Police Department
Our Post Office
Our Health Department
Our Parks and Playgrounds

9. Visit the local fire and police headquarters.

10. Invite a member of one of these departments to visit in the classroom.

11. Have the children check each item properly concerning the services provided in the local community. These can be made on ditto sheets and used as reference sheets in other areas of study.
(additional items may be added - as is necessary).

Statement	Yes	No
1. My community has its own police protection		
2. My community shares police protection with other communities in the county.		
3. My community has a Volunteer fire department.		
4. My community pays firemen to work to protect us from fire.		
5. My community takes care of the roads.		
6. My community provides for street lights.		
7. My community provides for sewers.		
8. My community provides water.		

POLITICAL ORGANIZATION

OOKS

verill, Esther. Fire cat. Harper. 1960. $210. K-3.

eim, Jerrold. Country fireman. Morrow. 1948. $2.78. K-2.

illon, I. About policemen. Melmont. 1957. $1.88. K-3.

reene, Carla. Soldiers and sailors; what do they do? Harper & Row. 1963. $2.19. 1-3.

uilfoile, Elizabeth. Have you seen my brother? Follett. 1962. $1.00 1-2..

aywood, Carolyn. Eddie and the fire engine. Morrow. 1949. $3.50. 2-4.

andin, L. About policemen around the world. Melmont. 1964. $1.88. 2-4.

eaf, Munro. Fair play. Lippincott. 1939. $3.29. 2-3.
Election day, p. 44-45.

cCarthy, Agnes. Let's go to vote. Putnam. 1962. $1.86. 1-6.
Discusses voting requirements, primaries, campaigning activities, and describes voting machines.

iner, Irene. True book of our post office and its helpers. Childrens Press. 1957. $2.93. 1-3.

ewman, S. P. About the people who run your city. Melmont. 1963. $2.50. 1-3.

olking, Kirk. Let's go to see Congress at work. Putnam. 1966. $1.97. 2-6.

chneider, Herman. Let's look under the city. Scott. 1954. $1.88. 1-6.
Men work together beneath our cities to provide our buildings with gas, water and electricity.

rmer, Mina. Town meeting means me. Houghton Mifflin. 1951. $2.73. 1-3.
Explains work of town officers and agencies and points out that each citizen is responsible for the good government of his community.

itney, David. Let's find out about the president of the United States. Watts. 1968. $2.6[illegible]. 1-2.
Reader learns that the President lives in the White House, is elected and takes an oath of office, deals with foreign policy and is Commander in Chief of the armed forces.

Wolfe, Louis. Let's go to the city hall. Putnam. 1958. $1.97. 3-6.

FILMS

A day with fireman Bill. 11 min. purchase: b&w, $60. color, $120. 1-6.

The fireman. 2nd edition. EBE. 11 min. purchase: b&w, $70. color $135. 1-6.

Good citizens. EBE. 11 min. purchase: b&w, $60. color, $120. K-3.
Stresses conscientious work in school and group cooperation, mutual family efforts and respect for public property, and good public behavior.

Let's be good citizens at home. Gateway Production. 11 min. purchase: b&w, $60. 1-4.

Let's be good citizens at play. Gateway Production. 11 min. purchase: b&w, $60. 1-4.

Let's be good citizens at school. Gateway Production. 11 min. purchase: b&w, $60. 1-4.

Let's be good citizens at the library. Gateway Production. 11 min. purchase: b&w, $60. 1-4.

Let's be good citizens in our town. Gateway Production. 11 min. purchase: b&w, $60. 1-4.

Let's be good citizens in the neighborhood. Gateway Production. 11 min. purchase: b&w, $60. 1-4.

Let's be good citizens when visiting. Gateway Production. 11 min. purchase: b&w, $60. 1-4.

The mayor. EBE 12 1/2 min. purchase: b&w, $86. color, $167.50. 1-6.
Describes the duties of the mayor of a typical community.

The policeman. 3rd edition. EBE. 16 min. purchase: b&w, $102.50. color, $200. 1-6.

Policeman Walt learns his job. Film Associates. 11 min. purchase: b&w, $60. color, $120. 1-6.

Our community. EBE. 12 min. purchase: b&w, $70. color, $135. 1-6.
Emphasizes membership in a community is a shared responsibility as well as a privilege.

We play and share together. Bailey Films. 10 min. purchase: b&w, $60. K-3.
Demonstrates the desirability of cooperation, courtesy and consideration.

What liberty and justice means. Churchill Films. 10 min. purchase: b&w, $60. color, $120. 1-6.
Shows that children may experience some kinds of liberty every day, and they may practice (or fail to practice) some kinds of justice.

What our town does for us. Coronet. 11 min. purchase: b&w, $60. color, $120. K-4.
Billy tours the town hall when he goes to buy a bicycle. It shows how community governments are organized and that taxes support this government.

FILMSTRIPS

Civics Series. Educational Visual Aids. 44 fr. color. set of four, $24.50. 3-7.
How our laws are made.
The young citizen looks at politics
Our President
Why we pay taxes

Community services. EBE. 48 fr. color. set of six, $36. K-3.
Our library
Our fire department
Our police department
Our post office
Our health department
Our parks and playgrounds

Community workers (city police, etc.). color. Curriculum materials. $6. each. K-6
Policeman at work
Larry helps the police
The fire house
Firemen at work
Workers for health
Post office workers

Developing basic values. SVE. 40 fr. color. set of four with two records, $27. 1-6.
Respect for property
Consideration for others
Acceptance of differences
Recognition of responsibilities

Growing in citizenship series. McGraw-Hill. 45 fr. color. set of six, $36. 5-6.
A good citizen respects property
A good citizen lives honestly
A good citizen is well informed
A good citizen grows in responsibility
A good citizen obeys rules and laws
A good citizen cooperates with others

Transportation, Coast Guard. color. Curriculum materials. $6. each. K-6.
Coast Guard life boat station
A day at the light house
A Coast Guard rescue

True book community helpers. SVE. 30 fr. color. set of six, $28.50. 1-3.

- Airports and airplanes
- Health
- Houses
- Policemen and firemen
- Our post office
- Schools

Workers for the public welfare. Eye Gate. color. set of nine, $39. 1-6.

- Police and police protection
- Fire and fire fighters
- The post office and postal workers
- Education and the teacher
- The library and the librarian
- Social service and the social worker
- Sanitation and the sanitation workers
- Transportation and transportation workers
- Recreation, park and playground workers

PICTURES

Fire department helpers. with record. SVE. 18" x 13". color. set of eight with record, $12.

- Truck company
- Engine company
- Firemen with equipment
- Rope drill
- Answering a call
- Sleeping quarters
- Fighting the fire
- Fire safety instruction

Keeping the city clean and beautiful. 18" x 13". SVE. color. set of eight, $8.

- Street cleaning
- Tree care
- Keeping parks beautiful
- Refuse collection
- City refuse incinerator
- Sewer cleaning
- Window washing on high rise
- Home and yard care

Police department helpers. SVE. 18" x 13". color. set of eight, $8.

- Administering first aid
- Target practice
- Roll call
- Squad car officers
- Traffic control officer
- Crossing guard and patrol boy
- Police canine patrol
- Crime laboratory in operation

Postal helpers. SVE. 18" x 13". color. set of eight, $8.

- Serving customers
- Mailbox pickup
- Canceling stamps
- Sorting mail
- Delivering mail
- Loading relay trucks
- Highway post office trucks
- Loading mail at airport

School friends and helpers. SVE. 18" x 13". color. set of eight, $8.

- Teacher in the classroom
- Teacher on the playground
- The principal and her helpers
- School librarian
- Hearing tester
- Custodians
- Cafeteria helpers
- School bus driver

GEOGRAPHY

Stating the problem

- What is a globe?
- What can we learn from using a globe?

Understanding to be developed

. The globe is a model of the earth from which many things can be learned.

. The earth can be divided into hemispheres.

. The land hemispheres are east and west, north and south.

. The hemisphere, the continent, the country and the general area where we live can be located on the globe.

. By looking at the globe, we can determine that we live north of the Equator and north of the Tropic of Cancer.

. The globe is criss-crossed by lines which represent degrees of latitude and longitude.

Information needed

1. Why do we refer to different parts of the earth as hemispheres?
2. In which hemisphere, country and state do we live?
3. Why does the globe show the Equator, the tropic of Cancer, and the Tropic of Capricorn? What do these imaginary lines on the earth mean to us? How do they help us understand the world we live in?

Learning Activities

1. The chief value of a globe in a second-grade classroom is to familiarize children with the basic roundness of the earth and to acquaint them with this small model of the earth. The following are some of the types of learnings and experiences from which second graders may profit:

   . Display models of various types such as cars, boats, and airplanes. Include a globe. Discuss each one and whether it is larger or smaller than the actual item and why.

- Show how land areas and water bodies are represented on the globe. Specific names need not be taught at this level, but it is well to explain that all water bodies and land areas have names.

- Have children discover that there is more water than land shown on the globe.

- Show location of North Pole, the center of the northern half (or hemisphere) containing most of the land of the world.

- Show location of South Pole, the center of the southern half (or hemisphere) containing most of the water areas of the world.

- Show children how they can find their continent, their country, their state, and possibly their city on the globe. Have children practice identifying these areas as designated by a classmate.

- Use the globe to find places which are familiar to children -- places in the news, places they may have visited, homes of book friends and visitors from other countries, or places in the world from which some circus or zoo animals may have come.

- Use globe to locate areas from which we get resources to carry on community industry and from which some of our foods come.

- Encourage children to handle globe and to find places on it themselves.

- Play a "Spin and Stop" game whereby children identify spot their finger touches when it stops the spinning globe.

Stating the Problem

- How can maps help us to understand the area in which we live?

Understandings to be developed

- The study of local geography, using maps, helps us to understand the area in which we live.
- A map of the community and its area can be used to locate streets, major buildings, and physical features such as streams, rivers, lakes, parks, forest areas and the like.
- Maps can also be used for directional orientation.
- Special purpose maps can be used to determine the elevation of the community and its various parts.
- Road maps can be used to determine the major highways connecting the community with neighboring communities.

Information Needed

1. What is a map? What does it tell us? How do we know what a map shows?
2. How can we tell directions on a map?
3. Why are maps important? Which community helpers must rely on maps to help them? Why?
4. How are maps helpful to our school workers? Which school workers are most interested in maps of the community? Why?

Learning Activities

1. Display several maps - one of community, state, United States and World. Label each one. Observe differences and reasons why.
2. Locate local community on each of the maps.
3. Involve children in activity in which they select the map most likely to show streets and roads in community, roads in our state, neighboring states, our country and neighboring countries and oceans. Have them give a reason for their choice.
4. Develop basic map reading skills through the use of dittoed materials whereby the children learn to use a map key.
5. Use of the Weekly Reader Basic Map Skills for Grade 2 will develop map reading skills.

6. Write brief reports on why community helpers such as school bus drivers, taxi drivers, public health nurses and policemen need maps of the community.

7. Write short stories for which the children supply the endings for plots which obviously depend upon map skills in order to come to an appropriate conclusion.

8. Display and observe a road map of New York State. Locate major highways serving State. Discuss directions in which they run and cities they serve.

9. Take an imaginary trip and plot route on road map. Have various children relate the route and point out towns and cities along the way.

10. Observe physical maps of other countries. Locate mountains deserts, lakes, rivers and other important geographical features. Compare to a similar map of the United States.

11. Compare globe and map as to details shown and why.

12. Show film: "What is a Map?"

13. Read story: Map is a Picture, by Barbara Rinkoff.

14. Construct shoe-box dioramas which depict geographical features such as mountains, deserts, lakes, streams, hills and plains.

15. Use the overhead projector and show various map symbols which children are to identify.

16. Make a map on a transparency; Show. Have children tell what they know about the place for which you have drawn the map.

17. Involve children in making a map of their houses and yards/ school and school grounds or an imaginary village.

GEOGRAPHY

BOOKS

Branley, F. M. North, south, east, and west. Crowell. 1966. $2.96. 1-3.

Estep, I. Good times with maps. Childrens Press. 1962. $1.88. 2-5.

Rinkoff, Barbara. Map is a picture. Crowell. 1965. $2.65. K-2.

Stanek, Muriel. How we use maps and globes. Benefic Press. 1968. $1.50. 1-3.

Includes information on compass points, and it uses the globe to introduce an explanation of what makes, day, night, and the changes of season.

FILMS

Big world. EBE. 11 min. purchase: b&w, $60. color, $120. K-3.

The concepts of the size and shape of the world are introduced. Features a globe showing land and water masses on the earth.

Geography of your community. Coronet. 11 min. purchase: b&w, $60. color, $120. 1-6.

Illustrates how geographic concepts can be taught by studying the local community.

The globe and our round earth. Coronet. 11 min. purchase: b&w, $60. color, $120. 1-6.

Through use of a globe, the films points out some of the earth's major features such as the poles, the equator, reasons for day and night, the land surfaces and oceans, and shipping and air routes between the hemispheres.

Let's make a map. Film Associates. 11 min. purchase: b&w, $60. color, $120. 1-6.

The three-dimensional physical world is reduced, in step by step presentation, to the abstraction of lines on a flat surface.

Maps of our school. Bailey Films. 8 min. color. purchase: color, $100. 1-3.

Children map their own classroom and school. Uses right and left, compass and the cardinal points.

Using maps-measuring distance. EBE. 11 min. purchase: b&W, $70. color, $135. 1-8.

Visually defines a map and shows several ways of measuring distance. Emphasizes the concept of map scale.

What is a map? McGraw-Hill. 11 min. purchase: b&w, $60. 3-6.
Uses animation and special photography to introduce the concept of maps.

FILM LOOP

Maps and their meaning. Academy Films. 14 min. color. 8mm. $89. K-6.
A film designed to teach map reading and to explain geographic and climatic conditions thereon.

FILMSTRIPS

How to use maps and globes series. McGraw-Hill. 36 fr. color. set of six, $35.50. 3-6.
Maps; what they are
Maps: symbols and terms
Globes; our most accurate maps
Maps; their types and uses
Latitude and longitude - Finding places and directions
Latitude and longitude - Time zones and climate

Introduction to maps. Jam Handy. 29 fr. color. set of five, $26.25. 3-6.
What is a map?
Coast lines and their symbols
Land forms, and their symbols
Lakes, rivers, and their symbols
Towns, cities, and their symbols

Introduction to the globe. Jam Handy. 23 fr. color. set of five, $26.25. 3-6.
Continents and oceans
Up and down
North, south, east, and west
Night and day
Hot and cold places

Maps show us where. Educational Reading Service. 42 fr. color. $6. 1-5.
An introduction to various kinds of maps, how they are made and used, and a brief history of early map-making.

TRANSPARENCIES

Understanding maps and globes. Educational Visual Aids. 10" x 12". Eight transparencies. $3.50 each. 3-6.

Globe facts
Grid lines
Latitude and longitude
Understanding seasons
Understanding climate zones
Understanding time zones
Map distortion
Map direction and distance

BUILDING PATRIOTIC CITIZENSHIP

Stating the Problem

- How do we show faith in and love for our country?
- Why do we celebrate certain holidays and festivals?

Understandings to be developed

. The Pledge of Allegiance to the Flag is a daily affirmation of our respect for our Flag and our country.

. The story of the development of our Flag is an important part of our history. (Review.)

. The stars, the bars, and the colors of the Flag have a special significance.

. There are certain rules governing respect for the care of the Flag.

. Celebrating holidays and festivals helps to tell the story of our country.

  - The story of President Lincoln and the freeing of the slaves will help us to understand the role of minority groups in the community.
  - Other patriotic holidays to celebrate are Columbus Day, Thanksgiving, Washington's Birthday, Arbor Day, Memorial Day, Flag Day, Independence Day.

Learning Activities

1. Use Pledge of Allegiance to the Flag each day.
2. Sing national anthem or another patriotic song each day as part of opening exercises. Say words and discuss meaning.
3. Discuss phrasing of Pledge and have children state in simple words the meaning of the Pledge. Post the simplified version near the Flag.
4. Through discussion, help children to understand why we esteem the Pledge and the anthem as we do.
5. Make experience chart and/or rules chart giving information about Flag history, Flag uses and display. Illustrate.

6. Invite Boy or a Girl Scouts in to demonstrate Flag uses and display.

7. Make a class collection of poems or stories about our Flag or our country. Have some children take turns reading a story or poem to the class.

8. Discuss some of the ways in which we can be good citizens. Tell how school helps us.

9. Make a class list of things children can do to be good citizens.

10. As a representative of an organization such as the American Legion or the V.F.W. to speak to the class about patriotism.

11. When a holiday is approaching, help children to understand its origin and its reason for being a special day.

12. Play a holiday riddle game: one child describes a holiday, others try to guess its name.

13. Read stories appropriate for grade level on various holidays.

14. Read about holidays and customs in Childcraft, Volume 5, Field Enterprises, Chicago, 1966.

15. Explain the significance of the Memorial Day parade and encourage children to participate.

16. Have children write and illustrate original stories and poems about patriotic holidays.

17. Use the following games from SPARK -- page 143, Display the Flag; page 183, The Holiday Game; page 184, Thanksgiving Preparations.

18. Use Childraft, Volume 12, Pioneers and Patriots, for stories of people who helped make our country great. (Field Enterprises, Chicago, 1966.)

19. Read: Our Country's Flag, by Nicholas Georgiady and Louis Romano, Follett Publishing Co.

20. Plan and do an assembly program about America and the Flag.

21. Role-play the correct procedure for watching the Flag pass, as in a parade, and for singing of the National Anthem.

22. Read story: The Story of The Star Spangled Banner by N. Miller, Childrens Press.

23. Plan a parade for either Flag Day or Memorial Day and invite other classes to either participate or watch.

24. Use the following filmstrips in observance of various holidays.

a) Celebrating Holidays (Set of 10)
Curriculum Materials

b) The Story of George Washington SVE

c) Our Flag and Our Country Eye Gate.

BUILDING PATRIOTIC CITIZENSHIP

BOOKS

Adams, Florence. Highdays and holidays. Dutton. 1955. $2.65. 1-6.
Collection of more than two hundred poems for special occasions which include Arbor Day, Bird Day, Music Week, Labor Day, and Book Week.

Adelberg, Doris. Grandma's holidays. Dial. 1963. 1963. $4.44. 1-3.

Cavanah, Frances. Our country's story. Rand McNally. 1962. $2.95. 1-3.

Child Study Association of America. Holiday storybook. Crowell. 1952. $3.95. 2-4.

Dalgliesh, Alice. The Thanksgiving story. Scribner. 1954. $3.12. 1-3.
Simple story of the Hopkins family from their departure on the mayflower to the celebration of the first Thanksgiving.

Epstein, Sam. Spring holidays. Garrard. 1964. $2.12. 1-3. (A holiday book.)
Tells the significance of Groundhog Day, April Fool's, Arbor Day and May day and tells how they are celebrated.

Georgiadi, M. P. and Romano, L. G. Our country's Flag. Follett. 1963. $1.55. 1-4.

_____ Our national anthem. Follett. 1963. $1.55. 1-4.

Graves, C. P. Fourth of July. Garrard. 1963. $2.12. 1-6. (A holiday book.)

Groh, Lynn. New Year's Day. Garrard. 1964. $2.12. 1-3. (A holiday book.)

Les Tina, Dorothy. Flag day. Crowell. 1965. $3.90. 1-3. (A Crowell holiday book.)
A brief history of the American Flag, together with an explanation of how Flag Day came into being.

Miller, N. The story of Mount Vernon. Childrens Press. 1965. $2.25. 2-5.

_____ The story of the Lincoln Memorial. Childrens Press. 1966. $2.25. 2-5.

_____ The story of The Star Spangled Banner. Childrens Press. 1965. $2.25. 2-5.

Miller, N. The story of the Statue of Liberty. Childrens Press. 1965. $2.25. 2-5.

_____ The story of the White House. Childrens Press. 1966. $2.25. 2-5.

Parlin, John. Patriot's days. Carrard. 1964. $2.12. 1-3. (A holiday book.)

Covers Washington, Jefferson, Lincoln, Lee, Franklin Roosevelt and Kennedy.

Reck, A. and Fichter, H. About some holidays and special days. Melmont. 1967. $1.88. K-3.

Rees, E. About our flag. Melmont. 1960. $1.88. 1-6.

Shapp, Martha. Let's find out about Thanksgiving. Watts. 1964. $1.88. 1-3.

Weisgard, Leonard. The Plymouth Thanksgiving. Doubleday. 1967. $3.95. K-3.

A well illustrated description of the landing of Pilgrims and the first Thanksgiving.

Wyndham, Lee. Thanksgiving. Garrard. 1963. $2.12. 1-3. (A holiday book.)

FILMS

Our country's song. Coronet. 10 min. purchase: b&w, $60. color, $120. 3-8.

One class learns the meaning of the words of "The Star Spangled Banner," and the circumstances under which Francis Scott Key wrote the song.

What our flag means? Coronet. 11 min. purchase: b&w. $60. color, $120. 1-6.

Gives the meaning of our flag, how the flag changed through the years, how we display it and how we show our respect for it.

FILMSTRIPS

Celebrating holidays. color. Curriculum materials. $6. each. K-4.

Gives background, reasons we celebrate these activities.

Halloween	St. Valentine's Day
Columbus Day	Easter
Thanksgiving	Arbor Day
Christmas	Flag Day
Washingtons birthday	Independence Day

Holidays and seasons. Educational Reading Service. 42 fr. color. $6. K-3.

The concept of a year and its seasons is made easy for children to understand as they follow holidays and celebrations.

Holiday series. Set No. 1. McGraw-Hill. 30 fr. color, set of four, $22.50. 1-6.

Columbus day
Halloween
Thanksgiving
Christmas

_____ Set No. 2. McGraw=Hill. 30 fr. color. set of four, $22.50, 1-6.

Lincoln's birthday
St. Valentine's day
Washington's birthday
Easter

Our flag and our country. Eye Gate. color. set of four with two records, $30. fr., $5. each. records. $5. K-3.

How our flag is made
Guarding our country
Our country
Our nation's capital

Our flag series. McGraw-Hill. 40 fr. color. set of three, $17.50. 3-6.

The history of our flag
Flag etiquette
The story of our national anthem

Patriotic music. SVE. 22 fr. 53 fr. color. set of two, $9. 3-12.

America
America the beautiful

Patriotic visits - citizenship. color. Curriculum materials. $6. each. K-6.

Visiting the Statue of Liberty
Visiting Mount Vernon
Visiting our Army
Visiting our Navy
Visiting the U.N. school

The story of Abraham Lincoln. SVE. 33 fr. color. $5. 1-6.

The story of Christopher Columbus. SVE. 31 fr. color. $5. 3-6.

The story of George Washington. SVE. 33 fr. color. $5. 1-6.

The story of Johnny Appleseed. SVE. 30 fr. color. $5. 1-6.
Story of Arbor Day.

The story of our holidays. Eye Gate. color. set of nine. $35. 3-8.

New Year's day
Easter
Memorial day
Independence day
Labor day
Election day
Veterans day
Thanksgiving day
Christmas

The story of Thanksgiving. SVE. 33 fr. color. $5. 1-6.
A reenactment of the first Thanksgiving Day. Provides insight into our nation's heritage and background.

The story of the American Flag. Eye Gate. color. set of three, $15. $5. each. 3-8.
Part 1: The flag is born
Part 11: The flag develops
Part 111: How to honor and display the flag.

The story of The Star Spangled Banner. SVE. 44 fr. color. $9 with record. 3-12.

TAPES

We learn about special days. Imperial Productions, Inc. Three tape set. $23.95 each. K-3.
Set includes a dramatized story, a 11 x 15 poster, liquid duplicator master for each day and a teacher's manual. Includes:

New Year's day	Mother's day
Ground Hog day	Bird day
Lincoln's birthday	Independence day
Valentine's day	Labor day
Washington's birthday	Columbus day
St. Patrick's day	Halloween
April Fool's day	Thanksgiving day
Easter	Christmas
May day	Hanukkah

PICTURES

Fall and winter holidays. SVE. 18" x 13". color. set of eight, $8.

Columbus day	Christmas
Halloween	Lincoln's birthday
Veterans day	Valentine's day
Thanksgiving	Washington's birthday

Spring and summer holidays. SVE. 18" x 13". color. set of eight, $8.

Armed Forces day	Memorial day
Easter	Flag day
Arbor day	Independence day
Mother's day	Labor day

TEACHER REFERENCES

Childcraft. Field Enterprises. 15 volumes. 1966. $89.

Flag regulations for New York State Schools. The University of the State of New York, the State Education Department, Albany. 1966.

Gruenberg, S. M. Favorite stories; old and new. Doubleday. 1955. $4.50. K-4.

Mitchell, L. S. Here and now story book: Two - to - seven year olds. Dutton. 1948. $3.50. K-3.

Multimedia materials for the K-3 Social Studies Program. Bureau of Elementary Curriculum Development State Education Department, Albany, New York, 12224.

SPARK. Educational Service, Inc. Stevensville, Michigan. 49172. A source of games and activities.